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ABSTRACT

Examples of three models for individualizing instruction of library students are presented, i.e., Diagnostic Prescriptive Teaching (DPT), Modularized Instruction, and Nonformal Basic Program. The focus of DPT is on general reference tools and subject reference works in science and technology. The model includes four behavioral objectives, a diagnostic test used to determine students' areas of weakness, activities or prescriptions to be assigned to correct the weaknesses identified by diagnosis, and a criterion test to ensure that objectives have been met. A check sheet is included to keep records of each student's progress. Modularized Instruction is designed to introduce the student to medical terminology, including the origins of medical vocabulary, often-used prefixes and suffixes, and principal medical abbreviations. For each of these three objectives a pretest, enabling activities, and a posttest are given. The Nonformal Basic Program teaches conservation of library materials using an eclectic approach. The model comprises four behavioral and three experience-related objectives: selection of needed materials, teacher-made and student-made assignments, sample form for recording student proposal, follow-up activities, and procedures for the monitoring and self-evaluation of the finished product. (ESR)

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THREE MODELS FOR INDIVIDUALIZING INSTRUCTION
IN
LIBRARY EDUCATION

BY

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1982

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THREE MODELS FOR INDIVIDUALIZING INSTRUCTION IN LIBRARY EDUCATION

Individualized instruction speaks to the uniqueness of human beings in a learning atmosphere characterized by freedom and responsibility. It is marked by such characteristics as alternative objectives, self-pacing, student centered approach, instructor independent, adaptation to entry skills, and competency based.

Examples of three models for individualizing library topics are presented in the following pages. The first model, Diagnostic-Prescriptive Teaching (DPT) focuses on general reference tools and subject reference tools in science and technology. After an extensive listing of behavioral objectives, teachers test students to "diagnose" areas of weakness. Activities are assigned to correct the weaknesses identified by diagnosis. The assignments are called prescriptions.

A second approach is the Modularized Instruction model. Such modules include introduction to the topic, objectives, pretest, enabling activities, and post test. The module which follows focuses on medical terminology.

A third model of individualization is the Nonformal Basic Program. This is an eclectic approach. After establishing behavioral and experience-related objectives and selecting needed materials, both teacher-made and student-made assignments are designed. Follow-up activities are identified. Procedures for monitoring and evaluating the finished product are determined. The example chosen for this model focuses on conservation of library materials.

DIAGNOSTIC PRESCRIPTIVE TEACHING

BY

JAMES L. MOSELEY, Ed.D., M.S.L.S.

DIAGNOSTIC/PRESCRIPTIVE TEACHING (DPT)

Intended Learners: Students preparing to be reference librarians

Specific Objectives:

1. From a list of choices, identify, without error, seven types of general reference books which contain needed information and two kinds of reference books which tell the user where information can be found. (Diagnostic Test items 1,2.)
2. Given an array of reference books, identify with 100% accuracy those which are general and those which are specialized. (Diagnostic Test item 3.)
3. From a list of subject reference tool choices in science and technology, identify, without error, those which are dictionaries, encyclopedias, handbooks, indexes and bibliographies. (Diagnostic Test item 4.)
4. Given four specific reference questions, utilize a variety of library reference tools to retrieve for your client the most useful information on the individual topics. (Diagnostic Test item 5.)

Diagnostic Test Items:

1. From the list of choices which follow, circle the number to those choices which are general reference sources containing needed information (as opposed to those telling where the information can be found):

- | | |
|--------------|-----------------------------|
| ① gazetteers | ⑤ encyclopedias |
| 2. indexes | ⑥ dictionaries |
| ③ atlases | 7. bibliographies |
| ④ handbooks | ⑧ biographical dictionaries |
| | ⑨ yearbooks |

2. In the spaces provided, name the two types of reference sources which tell the user where the information can be found.

indexes

bibliographies

3. Identify the following by writing a G for General and S for Subject in the space preceding the reference work:

G Education Index

G Readers' Guide to Periodical Literature

- S Index Medicus
- S A Dictionary of Zoology
- G Webster's Geographical Dictionary
- S Condensed Computer Encyclopedia
- G Brewer's Dictionary of Phrase and Fable
- S Applied Science and Technology Index

4. Match the item on the left with the item on the right by writing its number in the correct space.

- | | |
|----------------------------|---|
| 1. bibliography | <u>2</u> <u>Technical Book Review Index</u> |
| 2. index | <u>4</u> <u>The Encyclopedia of Chemistry</u> |
| 3. dictionary | <u>1</u> <u>Science Reference Sources</u> |
| 4. encyclopedia | <u>5</u> <u>Manual of Botany</u> |
| 5. handbook | <u>3</u> <u>Dictionary of Electronics</u> |
| 6. yearbook | <u>7</u> <u>McGraw Hill Modern Men of Science</u> |
| 7. biographical dictionary | <u>6</u> <u>Annual Review of Information Science and Technology</u> |

5. Circle the correct choice(s) for the following applied problems:

A. A biochemist requests information on the lives of two Russian physicists. Your immediate response is to direct him to the Dictionary of Scientific Biography. However, upon further questioning you note that he also needs reviews, journal articles and bibliographies to prepare a lecture. At this point you would direct him to:

- ① McGraw Hill Basic Bibliography of Science and Technology
- ② Applied Science and Technology Today
- 3. Index Medicus
- 4. Technical Book Review Index
- 5. A yearbook

B. A library patron presents himself(herself) to the reference librarian with this request:

"I have to write a term paper on some aspect of World War II, but I need to narrow my topic. Is there a book you could suggest that would help me do this?"

Your best response is:

- 1. "There's no book available which will help you do this. Think of a specific topic and then come back."

- ② "Perhaps encyclopedias like the Americana or Britannica will help. They'll give you a general overview, background information and bibliographical references."
 3. "Go to the subject card catalog and see what's available under World War II."
 4. "The indexes are in Section J. You may want to check them."
- C. A library patron wants a good bibliography of references in science and technology. She's interested in engineering, geology, chemistry and physics. You would give her the following:
1. Bibliography of Bibliographies
 2. Cumulative Book Index
 3. Index Medicus
 4. A Trade Bibliography
 - ⑤. Jenkins' Science Reference Source
- P. A library patron presents with the following inquiry:
- "I have to do research on Down's Syndrome. I need an authoritative definition and some current articles. Please help me."
- You would direct this patron to:
1. Men and Women in Science and a good encyclopedia
 2. Yearbook of Cancer and a biographical dictionary
 3. Readers' Guide and Webster's Third
 - ④. Dorland's Medical Dictionary and Index Medicus
 5. Do a Medline Search

Prescriptions:

Objectives 1 and 2:

The word reference comes from the verb "refer", which means to turn for aid or information. Thus any person or thing referred to for these purposes is a reference. A book which is consulted for aid or information on a topic, a theme, an event, a person, a date, a place, or a word is a reference book.

The term reference book has come to mean a specific kind of publication which has been planned and written to be consulted for items of information, rather than read throughout. It contains facts that have been brought together from many sources and organized for quick and easy use, either in alphabetical or chronological arrangement or by the use of detailed indexes and numerous cross references.

General reference books are those which are broad in scope, not limited to any single subject, but useful for all, or at least for many, subject areas. The kinds of general reference books, the purposes they serve, and examples of each kind are listed below.

1. A dictionary provides information about words - meaning, derivation, spelling, pronunciation, syllabication, usage, and current status.
 - a. Webster's Geographical Dictionary
 - b. Webster's Third International
2. An encyclopedia is concerned with subjects. It gives an overview of a topic, including definition, description, background and bibliographical references.
 - a. Encyclopedia Americana
 - b. Encyclopedia Britannica
3. An index points out where information can be found. There are indexes to articles which appear in periodicals and there are indexes to articles, essays, poems, and other writings which appear in collected works.
 - a. Education Index
 - b. Readers' Guide to Periodical Literature
4. A yearbook often called an annual, presents the events of the past year in brief, concise form.
 - a. Annual Review of Information Science and Technology
 - b. Britannica Book of the Year
5. A handbook, literally a small book which can be held conveniently in the hand, provides miscellaneous items of information. It may also be called a miscellany, a manual, a companion, or a compendium.
 - a. Brewer's Dictionary of Phrase and Fable
 - b. Famous First Facts
6. A biographical dictionary is a collection of sketches of varying lengths about the lives of individuals, arranged alphabetically by surname.
 - a. Who's Who
 - b. Dictionary of American Biography
7. An atlas is a volume of maps, plates, or charts, with or without explanatory text.
 - a. The Odyssey World Atlas
 - b. Goode's World Atlas

8. A gazetteer is a volume which provides geographical information and data about places. It does not define geographical terms.
 - a. Columbia-Lippincott Gazetteer of the World
 - b. Webster's Geographical Dictionary
9. A bibliography is a list of books and other materials which have some relationship to each other. The materials listed are described as to author, title, publisher, price, and number of pages. In some bibliographies the materials are evaluated.
 - a. Cumulative Book Index
 - b. Bibliography of Bibliographies

Objectives 3 and 4:

Subject reference books are those in which the material is devoted to a specific subject area, such as literature, art, history, science, technology, etc. In most subject fields, there are the same kinds of reference books as there are in the general field.

Go to the Reference Department of the Science Library. Locate the following subject references and become familiar with their organization, arrangement, kinds of material included, scope, special aids to the reader, and the kinds of questions they will answer. The books below are subject references in science and technology.

1. dictionary
 - a. Dictionary of Electronics
 - b. Dorland's Medical Dictionary
 - c. A Dictionary of Zoology
2. encyclopedia
 - a. Condensed Computer Encyclopedia
 - b. The Encyclopedia of Chemistry
 - c. Van Nostrand's Scientific Encyclopedia
3. index
 - a. Index Medicus
 - b. Technical Book Review Index
 - c. Applied Science and Technology Index
4. yearbook
 - a. Yearbook of Cancer
 - b. Annual Review of Information Science and Technology
5. handbook
 - a. Handbook of Physics
 - b. Manual of Botany

6. biographical dictionary

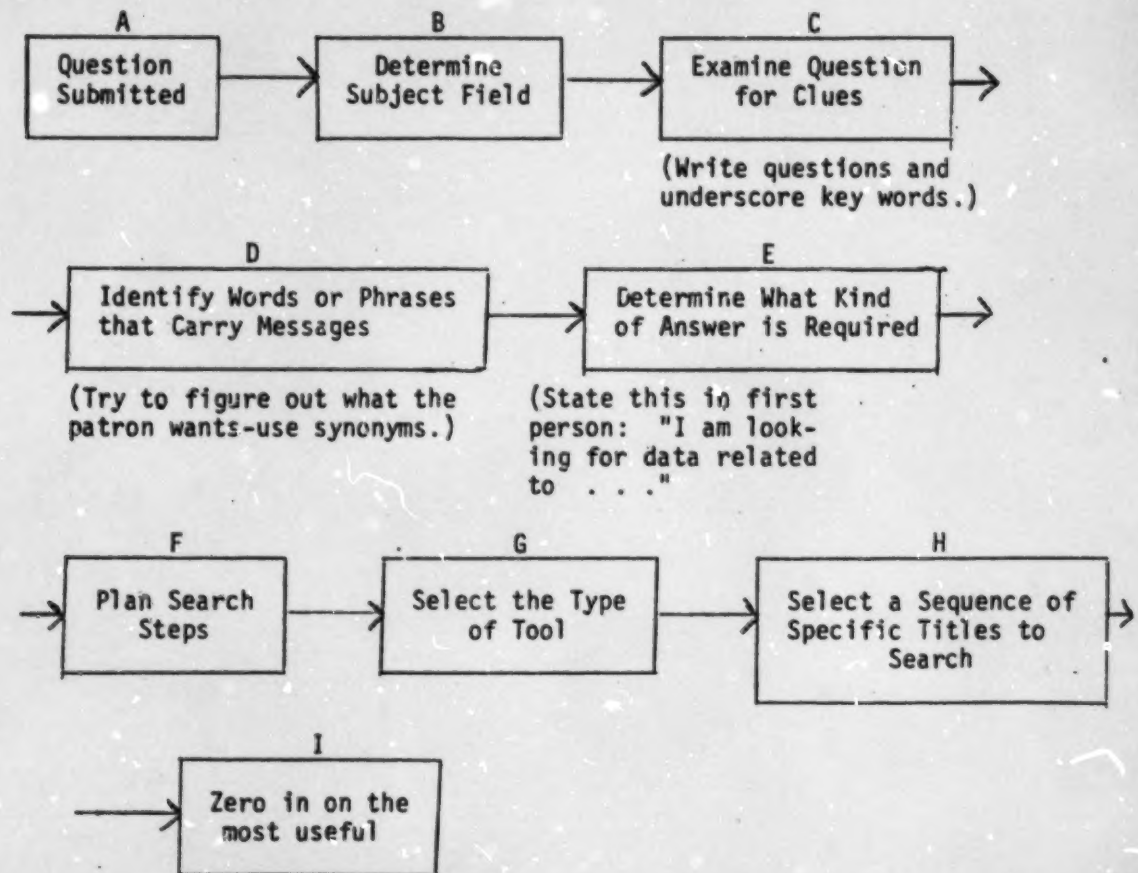
- a. Men and Women in Science
- b. McGraw-Hill Modern Men of Science

7. bibliography

- a. Science Reference Sources
- b. McGraw-Hill Basic Bibliography of Science and Technology

Objective 4:

In choosing a reference book to answer a given question most conveniently and effectively, it is necessary to understand the nature of the patron's question and to know the usefulness of the various reference books in answering given questions. Use the following schematic to guide your searching:



Criterion Test Items:

The five questions from the Diagnostic Test now become the Criterion Test Items. For variety, questions 1-4 could be rewritten into a simple True/False test, fill in the blank, or another format. Question 5 would remain as on the Diagnostic Test.

Management Details:

The following Checksheet is used to keep record of each student's progress: (Check (✓) when completed.)

Name of Student _____ Phone Number _____

Objective 1 _____
2 _____
3 _____
4 _____

<u>Diagnostic Test Item</u>	<u>DATE REACHED</u>	<u>COMMENTS</u>
1 _____		
2 _____		
3 _____		
4 _____		
5a _____		
5b _____		
5c _____		
5d _____		

<u>Criterion Test Item</u>	<u>DATE REACHED</u>	<u>COMMENTS</u>
1 _____		
2 _____		
3 _____		
4 _____		
5a _____		
5b _____		
5c _____		
5d _____		

A conferencing schedule is set up weekly to meet with each student.

Goals: Review work-use checklist in talk with student
Appraise Knowledge and Retention
Evaluate Progress
General Observations:

Reference Source

Gates, Jean Key. Guide to the Use of Books and Libraries, Third Edition. New York: McGraw-Hill Book Company, 1974.

MODULARIZED INSTRUCTION

BY

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Introduction:

The prospective medical librarian needs the wisdom of Solomon. Essential to an understanding of the medical literature is a solid familiarization with medical terminology. This module is designed to introduce the student to the origins of our medical vocabulary, often-used prefixes and suffixes and principal medical abbreviations.

Prerequisites:

Prerequisite to this module is an introduction to the field of medicine. The prospective medical librarian should be able to discuss the organization of medical practice and explain the roles of various personnel in the health care environment. In addition, the student should understand the reference process.

Objectives:

1. Given information as stated in a medical dictionary, the prospective medical librarian should be able to identify the origins of our medical vocabulary as judged by a majority of librarian peers.
2. Given a list of often-used prefixes and suffixes, the prospective medical librarian should be able to identify their meanings with 100% accuracy.
3. Given a listing of principal medical abbreviations, the prospective medical librarian should be able to write the definitions without error.

PRE TEST: Objective 1

ORIGINS OF MEDICAL VOCABULARY

Directions: Circle T for True and F for False.

- T or F 1. At least fifty per cent of the general English vocabulary is of Greek and Latin derivation, and it is a conservative estimate that as much of 75% of the scientific element is of such origin.
- T or F 2. The Latin alphabet as we use it is derived, with slight modifications, from the Greek alphabet.
- T or F 3. The Greek alphabet is almost completely phonetic.
- T or F 4. Many Greek words have come into English through Latin, in which they have undergone some change, or through a second intermediary language, such as French, with still further change. Such evolution explains many of the apparent peculiarities of Greek words in English.
- T or F 5. Most derivatives are composed not of single Greek words but of a combination of two or more words or word elements.
- T or F 6. A high percentage of medical terms is of Latin origin, but a good proportion of this element, being in the form of anatomical nomenclature, is original Latin and not derivative.
- T or F 7. The Latin alphabet is a modification of the Greek which has been adopted for English with the addition of the characters J, U, and W, which were developed during the Middle Ages. The ease with which the Romans adapted the Greek alphabet is evidence of the close relationship of the two languages.
- T or F 8. The very size of current medical dictionaries is evidence of the massive proportions which the medical, scientific, and technical vocabulary has attained within the English language.
- T or F 9. Alpha, beta, gamma, delta, epsilon are Greek names.
- T or F 10. From the French we have adopted a number of medical terms unchanged or slightly modified, e.g., ballottement, bougie, malaise, plaque, poison, rale, tampon, tourniquet, venom, cul de sac, grand mal, petit mal, and others.

Legend: All are True

ENABLING ACTIVITIES

Objective 1: ORIGINS OF MEDICAL VOCABULARY

1. Read the appropriate introductory pages on medical etymology in Dorland's Illustrated Medical Dictionary, Twenty-fifth Edition or in Stedman's Medical Dictionary.
2. Read the sections on "Etymology," "Dictionary," and "Linguistics," in Encyclopaedia Britannica. Discuss them with your peers.
3. Listen to the audiocassette lecture entitled "Fundamentals of Medical Etymology." (Secure a copy of the audiocassette from your teacher.)
4. Plan a practice of your own.

Post Test: Objective 1

ORIGINS OF MEDICAL VOCABULARY

The post test for Objective 1 is the same as the pre test. . For variety, however, questions 9 and 10 can become false statements.

- T or ☒ F 9. Alpha, beta, gamma, delta, epsilon are Latin names.
- T or ☒ F 10. From the Latin we have adopted a number of medical terms unchanged or slightly modified, e.g., ballottement, bougie, malaise, plaque, poison, rale, tampon, tourniquet, venom, cul de sac, grand mal, petit mal, and others.

PRE TEST: Objective 2

MEDICAL PREFIXES AND SUFFIXES

Directions: On the line to the left of each term in Column A, write the letter of the statement in Column B that matches the term.

Column A

- p 1. onco
- gh 2. vaso
- a 3. gastro
- f 4. myo
- s 5. cephalo
- ab 6. rhino
- z 7. labio
- x 8. cardio
- ef 9. pnero
- y 10. procto
- g 11. gluco
- q 12. adeno
- w 13. acov
- b 14. phlebo
- c 15. adipo
- i 16. -cyte
- k 17. -dynia
- r 18. -oma
- v 19. -otomy
- e 20. -ectomy
- h 21. -phrenia
- i 22. -scopy
- j 23. -kinesis
- u 24. -rhea
- t 25. -plegia
- cd 26. -itis
- l 27. -pathy
- u 28. -oscopy
- n 29. -scope
- o 30. -cide

Column B

- a. pertaining to the stomach
- b. denoting vein
- c. relating to fat, fatty
- d. a cell
- e. surgical removal
- f. pertaining to muscle
- g. denoting glucose
- h. mental disorder
- i. seeing or examining
- j. motion
- k. pain
- l. disease of
- m. visual exam
- n. instrument for visual exam
- o. causing death
- p. pertaining to tumor
- q. relating to a gland
- r. tumor-like nodule or swelling
- s. related to the head
- t. a stroke
- u. indicates discharge
- v. incision into
- w. relating to hearing
- x. related to the heart
- y. pertaining to the anus or rectum
- z. pertaining to the lips
- ab. pertaining to the nose
- cd. inflammation of
- ef. air, lung
- gh. denoting blood vessels

ENABLING ACTIVITIES

Objective 2: MEDICAL PREFIXES AND SUFFIXES

1. Read the appropriate introductory pages on prefixes and suffixes in Dorland's Illustrated Medical Dictionary, Twenty-fifth Edition or a similar dictionary.
2. Make a set of flash cards using the most common medical prefixes and suffixes. Try them with a fellow classmate.
3. Develop a game using medical prefixes and suffixes as content. Play the game with fellow classmates. Arrange for class time.
4. Plan a practice of your own.

Post Test: Objective 2

MEDICAL PREFIXES AND SUFFIXES

Directions: Write the definitions to the following prefixes and suffixes.

1. -cyte	a cell
2. -dynia	pain
3. -oma	tumor-like nodule or swelling
4. -otomy	incision into
5. -ectomy	surgical removal
6. -phrenia	mental disorder
7. -scopy	seeing or examining
8. -rhea	indicates discharge
9. -plegia	a stroke
10. -itis	inflammation of
11. onco	pertaining to tumor
12. gastro	pertaining to the stomach
13. myo	pertaining to muscle
14. cephalo	related to the head
15. rhino	pertaining to the nose
16. labio	pertaining to the lips
17. cardio	related to the heart
18. pneumo	air, lung
19. procto	pertaining to the anus or rectum
20. phlebo	denoting vein

PRE TEST: Objective 3

MEDICAL ABBREVIATIONS

Directions: Write the English definitions to each of the following abbreviations.

1. AQ	<u>water</u>
2. BUN	<u>blood urea nitrogen</u>
3. C.	<u>gallon</u>
4. ca	<u>about</u>
5. ECG	<u>electrocardiogram</u>
6. emp.	<u>a plaster</u>
7. CV	<u>cardiovascular</u>
8. /d	<u>per day</u>
9. O.D.	<u>right eye</u>
10. os.	<u>mouth</u>
11. pH.	<u>hydrogen in concentration</u>
12. BP	<u>blood pressure</u>
13. c	<u>with</u>
14. T.	<u>temperature</u>
15. p.r.	<u>through the rectum</u>
16. stat.	<u>immediately</u>
17. x	<u>multiplied by</u>
18. noct.	<u>night</u>
19. q.i.d.	<u>four times a day</u>
20. elix.	<u>elixir</u>
21. cm.	<u>centimeter</u>
22. EEG	<u>electroencephalogram</u>
23. MED	<u>minimum effective dose</u>
24. ENT	<u>ears, nose, throat</u>
25. comp.	<u>compound</u>

ENABLING ACTIVITIES

Objective 3: MEDICAL ABBREVIATIONS

1. Study the contents of one of the following sources:

Edwin B. Steen, Ph.D.'s Dictionary of Abbreviations in Medicine and the Related Sciences. Philadelphia: F.A. Davis Company, 1960.

or

Solomon Garb, Eleanor Krakauer and Carson Justice's Abbreviations and Acronyms in Medicine and Nursing. New York: Springer Publishing Company, 1976.

2. Devise a crossword puzzle using the principal medical abbreviations and their English definitions.
3. Plan a practice of your own.

Post Test: Objective 3

MEDICAL ABBREVIATIONS

Directions: Match the items in Column A with the items in Column B.

Column A

1. AQ
2. /d
3. p.r.
4. C.
5. q.i.d
6. ECG
7. BP
8. $\bar{c}$
9. BUN
10. O.D.
11. os.
12. stat.
13. emp.
14. EEG
15. CV
16. ENT
17. noct.
18. T.
19. cm.
20. elix.

Column B

- 10 a. right eye
- 9 b. blood urea nitrogen
- 17 c. night
- 13 d. a plaster
- 12 e. immediately
- 8 f. with
- 11 g. mouth
- 1 h. water
- 14 i. electroencephalogram
- 20 j. elixir
- 15 k. cardiovascular
- 6 l. electrocardiogram
- 18 m. temperature
- 5 n. four times a day
- 4 o. gallon
- 7 p. blood pressure
- 3 q. through the rectum
- 19 r. centimeter
- 16 s. ears, nose, throat
- 2 t. per day

NONFORMAL BASIC PROGRAM

BY

JAMES L. MOSELEY, Ed.D., M.S.L.S.

TOPIC AREA: Conservation of Library Materials

Objectives (Behavioral)

1. From a list of resources, identify the major components in the preservation of library materials as judged by the majority of medical librarians. (Assignments 1-5)
2. In response to a request, the prospective medical librarian will generate a book binding policy for a small medical library, flow-chart the components, and visually display them on an overhead transparency for a class discussion. (Assignment 6)
3. Given a copy of the Restaurator, the international journal for the preservation of library and archival material, the prospective medical librarian will read two articles of choice and orally report the findings to the class. (Assignment 7)
4. Following a guest speaker's lecture presentation on enemies of books, the prospective medical librarian will summarize the important elements of the lecture by writing a two page report. (To be judged acceptable, the report should highlight the following enemies of books: heat, light, humidity, mold, insects, fire and water, deterioration of paper, and atmospheric pollution.) (Assignment 8)

Objectives (Experience)

1. Following an interview with a medical librarian on book mending policies, the prospective medical librarian will demonstrate commitment to a book repair program as judged by the majority of his/her librarian peers. (Valuing experience) (Assignment 9)
2. Given information as stated in the medical library media, the prospective medical librarian will show concern for the conservation function. (Valuing experience) (Assignment 10)
3. Given your knowledge of the conservation process, discuss your personal reactions to this important phase of technical processing. (Assignment 11)

Materials Needed to Accomplish Objectives:

1. print materials (recommended books and journals on conservation of materials)
2. audiocassette and tape recorder (cassette type)
3. filmstrip and filmstrip projector
4. overhead transparency and overhead projector

Assignments (Teacher made)

1. Listen to audio lecture entitled "Conservation of Library Materials." (Secure copy from teacher.)
2. Read Helen Crawford's "Preservation of Library Materials" (Chapter 4, Part 3) in Gertrude L. Annan, Jacqueline W. Felter's, et. al., Handbook of Medical Library Practice, Third Edition. (Chicago: Medical Library Association, 1970.)
3. Read George D.M. Cunha's Conservation of Library Materials: A Manual and Bibliography on the Care, Repair and Restoration of Library Materials. (Metuchen, N.J.: Scarecrow Press, 1967, 405 p. Extensive bibliography).
4. Secure a copy of the filmstrip entitled "Cleaning and Preserving Bindings and Related Materials" from your teacher. View it. Discuss your impressions with fellow classmates.
5. Read W.J. Barrow's Manuscripts and Documents, Their Deterioration and Restoration. (Charlottesville, VA: University of Virginia Press, 1955, 86 p.)
6. You have just been hired as chief medical librarian of a newly organized hospital. Among the many policies you must establish is a book binding policy. Generate a book binding policy. Flowchart the essential components. Use an overhead transparency to discuss your results with your classmates.
7. Skim an entire volume of articles in the Restaurator, the international journal for the preservation of library and archival material. Select and read two articles of choice. Orally report your findings to the class.
8. Listen to the lecture presentation on the traditional enemies of books. Summarize your observations in a two page report.
9. Interview a medical librarian of your choice to discuss book mending policies. (Mending embraces all repairs short of rebinding, ranging from mending a tear in a single sheet through reinforcing, repairing, restoring, and recasting.) Discuss the reasons why you feel a book mending policy is vital to the conservation of library materials.
10. Engage your classmates in a panel discussion on the conservation functions of medical library materials. How are your views similar? Different?
11. After you complete this program, discuss your personal reactions to it with your teacher during conference time.

Assignments (Student-made)

1. Plan an input of your own focusing on the conservation of medical library materials.
2. Plan a practice of your own focusing on the conservation of medical library materials.

EXHIBIT A FOR RECORDING STUDENT PROPOSAL

NAME _____

STARTING DATE _____
ENDING DATE _____

WRITE YOUR OWN INSTRUCTIONAL OBJECTIVE:

<u>INPUT</u>	<u>ATTEMPTED</u>	<u>COMPLETED</u>
<u>PRACTICE</u>		
<u>ASSESSMENT</u> At the completion of this objective I will be able to:		

Approval _____
Student Signature

Approval _____
Teacher Signature

Attach Assessment Papers and Submit to Teacher When Completed.

EXHIBIT B FOR RECORDING STUDENT PROPOSAL

NAME

TOPIC: CONSERVING MEDICAL LIBRARY MATERIALS

My plans for the week beginning _____ are as follows:

ACTIVITY

EXPECTED COMPLETION DATE

ASSESSMENT

This image shows a blank, aged, cream-colored page, likely an endpaper or flyleaf from an old book. The paper has a slightly textured appearance with some minor discoloration and faint, irregular lines, possibly from the scanning process or the paper's original grain. The page is divided into three vertical sections by faint lines. There is no text or other markings on the page.

I plan to use: (✓)

Notes:

- overhead
- filmstrip
- slide
- 16mm motion picture
- 8mm motion picture
- video tape
- record
- audio tape
- programmed instruction materials
- computer assisted instruction program
- book
- journal
- field trip
- lecture
- discussion
- interview
- medical library
- flow chart
- other (name)

Signed: _____
Student

Student

Teacher

Date _____

Monitoring Student Assignments:

A file folder for each student is prepared. Records and examples of work are included.

The following record is used to monitor student progress of objectives. In addition, conference time is built into the class time so that students can discuss progress with their teacher.

CHECKLIST FOR MONITORING STUDENT PROGRESS

Name of Student _____

Topic: Conservation of Medical Library Materials

	<u>DATE COMPLETED</u>	<u>COMMENTS</u>
— Student listened to audio lecture entitled "Conservation of Library Materials."		
— Student read Chapter 4, Part 3 in <u>Handbook</u> .		
— Student read Cunha's text.		
— Student read Barrow's text.		
— Student viewed/discussed filmstrip entitled "Cleaning and Preserving Bindings and Related Materials."		
— Student flowcharted components of book binding policy and discussed them.		
— Student read 2 articles from <u>Restaurator</u> and reported findings orally.		
— Student summarized lecture on book enemies in a 2 page report.		
— Student interviewed medical librarian to discuss book mending policies.		
— Student participated in panel discussion on conservation functions.		
— Student planned <u>input</u> focusing on conservation of medical library materials.		
— Student planned <u>practice</u> focusing on conservation of medical library materials.		

Follow-Up Activities

1. The following topical outline will guide the prospective medical librarian in identifying the major components in the preservation of medical library materials.

- I. Preservation of Library Materials

- A. Organization and Routines

1. Scheduling of Binding
 2. Medical library's binding policy
 3. Procedures for binding

- B. Preparation for Use

- C. Rebinding

- D. Mending

- E. Shelving

- F. Enemies of Books

1. Librarians as enemies of books
 2. Heat, light, humidity
 3. Mold
 4. Insects
 5. Fire and water
 6. Deterioration of paper
 7. Atmospheric conditions

2. The following questions can guide the oral and written reports:

- Give a summary of the basic ideas you encountered.
- State the new ideas you encountered.
- State the points with which you agree or disagree. Why?
- State the practical value of this assignment to you in your particular job situation.

3. A crossword puzzle can be developed on the enemies of books.

4. Compare and contrast the binding policies of two medical libraries of your choice. How are they alike? Different? How does the book binding policy in a hospital library differ from the binding policy in a university-based medical library?

5. Complete the statements in the incomplete sentence blank.

1. Preservation of library materials involves _____

2. A library's respect for its own collection _____

3. The binding operation _____
4. The supervision of a new library binding department _____

5. The scheduling of binding _____

6. To care for collections today _____
7. Going into a library book drop _____

8. Repetitive photo copying from the same volume _____

9. Conservation of library materials makes me _____

10. A library repair program _____

6. The following activities can be used to fulfill the experience objectives:

- a. discussion with peers, teacher
- b. field trip to Preservation Department of medical library
- c. work experience with medical librarian responsible for conservation process
- d. written letter to medical librarian requesting copy of library's preservation policy
- e. plan a practice of your own.

Procedures for Monitoring Learners:

Each class period will have conference time built into it. Students will discuss the results of their progress with the instructor.

In addition to the "Checklist for Monitoring Student Progress," an individual conference record is kept on each student.

CONFERENCE RECORD

Name _____

Date

Comments and Notes

Procedures for Monitoring Student Achievement:

Students complete the objectives. A variety of teacher-made and student-made assignments are noted. When the student completes the work - as judged by the instructor - his/her work is filed and he/she can proceed to the next learning episode.

Self Appraisal:

1. One on one interaction with instructor during conference time.
2. Response to the following WORK PROGRESS REPORT.

WORK PROGRESS REPORT

Name: _____

	Very Satisfied	Fairly Satisfied	Neither Satisfied nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
I knew what I was supposed to do.	_____	_____	_____	_____	_____
I understood the objectives.	_____	_____	_____	_____	_____
The assignments were clearly written.	_____	_____	_____	_____	_____
Conferencing time was well-spent.	_____	_____	_____	_____	_____
How do I feel about the quality of my work?	_____	_____	_____	_____	_____

3. Write a one page commentary on your personal reactions to the preservation of medical library materials.
4. For those activities which involved discussion with classmates:

The best aspect of this discussion was _____

The thing that had the least impact on me was _____

If I could do it over again, I would _____